DOCUMENT RESUME

ED 087 904 CE 000 995

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TITLE Career Education Curriculum Models Developed in Project "What About Vocational Education?" (WAVE) Workshops in the State of Washington 1968-1971, and Career Awareness Programs in State of Washington.
INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE Jun 72
NOTE 106p.

EDRS PRICE MF-$0.75 HC-$5.40
DESCRIPTORS Career Education; *Career Planning; Curriculum Development; Decision Making Skills; Elementary Grades; Job Skills; *Models; Occupational Guidance; Secondary Grades; Self Concept; Special Education; Vocational Aptitude; *Vocational Education; Vocational Interests; Work Attitudes; Work Experience Programs
IDENTIFIERS *Career Awareness; Washington State

ABSTRACT

Project "What About Vocational Education?" (WAVE) originated as a series of in-service training programs offered for graduate credit to teachers, counselors, and administrators at various locations in Washington to assist students in their development of the awareness, attitudes, and skills necessary for employment. Results of some past projects are organized and summarized for evaluation, reference, and follow-up purposes. A summary of recent projects at the University of Washington and Central Washington State College are outlined as to schools, number working on project, grade level, program length, and also are coded for output and elements of the program. A more complete summary is included of fifty projects at Washington State University which lists prime objective, grade levels, activity and description, short/long-range outcomes, and persons to contact. The latter summaries cover a variety of topics such as vocational awareness, self-concept, attitudes, students' job knowledge, decision-making, individual interests and aptitudes, occupational exploration, course selection, career planning, vocational guidance for special students, vocational orientation, and work experience programs. An outline summary of career awareness programs throughout Washington State is also included that ranges from grades K-14 and covers activity, special interest features, and persons to contact. (EA)

ED 087904

CAREER EDUCATION CURRICULUM MODELS

DEVELOPED IN PROJECT

"WHAT ABOUT VOCATIONAL EDUCATION?"

(WAVE)

WORKSHOPS

IN THE

STATE OF WASHINGTON

1968 - 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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June, 1972

CE000795

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I. Introduction

A. What Is Project WAVE? (Formerly Project NEED)

Project WAVE is a program designed to provide Washington State educators at all levels other than college with knowledge and skills necessary to assist students in their development of the awareness, attitudes, and skills needed to enter the "world of work"

The program was initiated in 1968 by the State Department of Vocational Education utilizing the resources of Washington State University, University of Washington, Central Washington State College, local school districts, Intermediate School Districts and Community Colleges.

Project WAVE consists basically of a series of in-service training programs offered for graduate credit to teachers, counselors, and administrators at various locations throughout the state. Each of these courses encourages the participating educators to design and implement projects which have tangible outputs, e.g., develop a course plan, teach a new course and report the results, plan and implement a vocationally oriented presentation, etc.

The Project is intended to counter and offer alternatives to the widespread orientation within the traditional educational system toward college preparation as the only worthwhile objective. This is to be accomplished through programs designed to expose the student to the world of work at an earlier age and develop an awareness of the scope, rewards, and requirements of all careers. All students are encouraged to realistically appraise their interests and abilities and to develop practical plans for their economic future.

B. Purpose of this Report

During the past several years during which these in-service courses

have been offered, a number of outputs and reports have become available reflecting the results of various completed projects.

This book represents an attempt to organize and report in summary form the results of some of these past projects for the following purposes:

1. To provide a basis for evaluating the results of Project WAVE to date.

2. To provide a useful reference tool facilitating the use of previous project results by others.

It is intended that plans, programs, procedures, or presentations which have been successfully developed or implemented in one district should be made available to other educators to provide a basis for future endeavors and to permit implementation in other school districts.

3. To facilitate follow-up investigation of projects which have been planned or initiated.

For many projects, final reports or outputs have been developed but are not available. In other cases, projects were incomplete at time of reporting. Other on-going projects may have evolved or been improved during the process of implementation. Almost all of the projects included in this report warrant follow-up to determine their current status.

C. Format

A variety of different approaches to the accomplishment of the general purpose described above have been developed, as identified in Section II. In an attempt to compile the results of these varied projects into a potentially useful reference, the results have been tabulated under a single general format. This format includes provisions for recording the following information for each project: type of project

per Section II below; school district and/or schools in which the work was done; name of the project leader; number of people participating in the project; the approximate date of completion; the age or grade level toward which the project was aimed; the time span during which the project was in effect; and clarifying comments.

In addition, information for each project is coded to indicate both the type of output and the elements included in the project, according to the listing below.

OUTPUT OF PROJECTS - Coding

The following outputs are not mutually exclusive - a single project may include more than one of these outputs.

1. Plan for an academic course or program to increase vocational awareness.
2. Handbook or manual for teachers.
3. Handbook for students.
4. Bibliography or listing of relevant literature, material, or resources.
5. List of businesses or agencies that have agreed to permit field trips or class visits.
6. List of businessmen, workers, or employment specialists who have agreed to speak to students.
7. Report of results, implementation, or pilot project.
8. List of local job opportunities.

ELEMENTS INCLUDED IN PROJECT PLAN OR PROJECT OUTPUT - Coding

1. Lectures and Discussions - Provide students with information to increase vocational awareness by means of lectures and class discussions on the broad area of work, career planning, and vocational alternatives.

2. Provide students with information on vocational areas and specific career choices, using the following means:

a. Films

b. Speakers - Guest speakers and presentations.

c. Field trips - Class visits and field trips to local businesses and agencies to permit students to observe and interview workers in specific fields.

d. Resources - Identify, acquire, make available, and publicize relevant resources on making career choices and on specific vocations. Such resources include both printed materials such as pamphlets, directories, and journals, as well as films, agencies, and counselors.

3. General employment skills - Provide information and practical experience on how to find and apply for a job. This includes such generally applicable subjects as application forms, resumes, interviews, appearance, and attitudes.

4. Self-Appraisal - Encourage and assist students in realistic self-appraisal. Administer tests and inventories of interests, abilities, and aptitudes - explain relevance - match results with requirements of specific vocations.

5. Individual Investigation - Require students to select limited number of specific vocations compatible with measured interests and abilities and make use of resources to investigate and report on these vocations.

6. Future Plans - Assist students in planning school curriculum or future training compatible with tentative career choices and measured interests and abilities.

7. Measure Effects - Objectively measure the effects of a new program by administering before-after tests or questionnaires to participants.

8. Counseling - Provide counseling for students on making realistic career choices and preparing for a career.

9. Work Experience - Provide on-the-job work experience for students.

10. Evaluation - Obtain subjective evaluations and suggestions about new or existing programs from students or participants through the use of questionnaires or surveys.

11. Teacher Training - Provide information to increase vocational awareness and knowledge on the part of teachers, administrators, and counselors.

12. Publicity - Increase public awareness and positive attitudes toward vocational careers through informational programs including printed material, press releases, presentations, etc.

13. Miscellaneous - Specified on the format.

II Types of Projects

Projects have been organized and compiled into the categories described below.

A. Development, Implementation, and Evaluation of Courses or Programs to Increase Vocational Awareness and Knowledge in Students

The vast majority of projects fall into this category, since this represents the most direct and clear-cut method for accomplishing the general purpose of Project WAVE. All of the projects in this category share the goal of broadening the career development experiences of the student. However, the general category encompasses a range of projects varying in both scope and emphasis.

Many of the projects are designed to produce outlines for proposed academic courses. In other cases, the project may result in a detailed course plan which may include lists of references and resources and names of businesses or agencies that have agreed to permit class visits or provide speakers

In some cases, new courses are not only planned but also implemented, either as pilot projects or as additions to the curriculum.

In other, more modest projects, new features or elements are added to existing courses to increase their effectiveness.

Finally, some projects may include or be concerned solely with evaluating or measuring the effect or influence of existing vocational courses.

B. Development of Programs to Increase Adult Vocational Awareness

This group of projects is based on the premise that the most effective method to increase vocational awareness in students is by increasing the knowledge and awareness and modifying the attitudes of significant adults, particularly teachers and parents. It is anticipated that such modifications in adult awareness and attitudes will then be more readily transferred to students.

In one such project, a program was developed and implemented to provide teachers with increased knowledge and information about vocational opportunities. In another project, a publicity campaign was conducted to increase public vocational awareness by means of group presentations, newspaper releases, and the distribution of placemats to local restaurants. Another project established a discussion group for parents of disturbed children to facilitate the exchange of feelings and attitudes and the dissemination of information about vocational opportunities.

C. Planning and Presenting a Vocationally-Oriented Program

Projects in this category are distinguished by the fact that they all culminate in a publicized, vocationally-oriented event usually involving guest speakers, demonstrations, presentations, and participation by students, parents, and teachers. These programs vary in length from a day (Career Day) to a week (Vocational Awareness Week). Such projects share many features with Category B above, since they almost always involve coordination with classroom work and class preparation, including films, lectures, discussions, readings, and student projects.

Most programs include surveys of students to determine vocational interests, with the students allowed to select the speakers or presentations they wish to hear.

D. Assistance for High School Drop-outs

These projects are concerned with the problems connected with high school drop-outs. Approaches include the identification of potential drop-outs, measures to prevent drop-outs, and attempts to help students after they have dropped out.

The most ambitious project involved and attempt to establish an Adult Education Center in Kent with facilities to permit drop-outs to complete their education and learn marketable skills. A survey of similar efforts in nearby school districts was conducted in order to avoid the mistakes and build on the successes of previous programs.

Other projects involved administering questionnaires to potential drop-outs to determine their attitudes toward the present school system and solicit their suggestions for change. This is a necessary first step

toward planning programs and revised curriculums for reducing the rate of drop-outs

E. Identifying Local Job Opportunities

Only one project of this type was available. Questionnaires were sent to all potential employers in Okanogan County, and favorable responses were published in a directory listing employer's name and address, name of contact, types of jobs available, and salary information.

These directories were made available to students, teachers, and counselors in all high schools in the county.

F. Project Give - Developing a Program of Vocational Education in the Kent School District

Undoubtedly the most comprehensive and ambitious project conceived under the auspices of Project WAVE is the program developed in Kent School District 415 called Project Give. Although the project includes many of the elements of the other categories described above, it warrants separate categorization owing to its extensive scope and its integration of a number of unique elements.

The initial proposal for the project, presented in 1968, describes the following general objectives of the project: 1) to develop an effective program of vocational education and guidance for grade levels K through ; 2) to develop an in-service training program for educators to enable them to teach such a program; and 3) to identify and make available the relevant materials and resources to support such a program. In order to accomplish these broad objectives, a detailed plan as developed which included the following features: identification of detailed objectives; division of the project into stages; identification of manpower

and resource requirements; cost estimates; and time schedules. The project differs from other efforts primarily in its heavy research orientation and its strong emphasis on quantification and objective measurement. The proposal provides for surveys of applicable literature, measurement of current attitudes and practices of both students and teachers, and the definition of program objectives in measurable terms.

The second report, in May, 1969, is both a summary of accomplishments up to that time as well as a proposal for further efforts. This report indicates that the scope of the original project has been considerably expanded. The revised program is no longer limited to the development of a program for the K-6 level, but has evolved into an objective analysis and evaluation of the entire vocational education program for the K-12 level.

Acitivities reported in the May, 1969 presentation include the following:

1. K-6 Level

a. Library and audio-visual materials relevant to vocational education at two elementary schools in the district were surveyed and assessed.

b. An interest inventory was administered to all 5th and 6th grade students at two schools to determine the current level of student vocational knowledge and awareness.

c. All teachers in 12 elementary schools in the district were surveyed to determine their interest in and attitudes toward vocational education at the elementary level.

2. Seventh through Ninth Grade Level

a. An analysis was made of the enrollment patterns of 8th, 9th, and 10th grade students in industrial arts classes at two schools, indicating

that enrollment dropped after the 9th grade.

b. A questionnaire was administered to junior high students in selected industrial arts classes to measure their attitudes and level of satisfaction with the courses.

c. In order to measure the effectiveness of the teaching process, students were rated on the extent to which they achieved certain specified, measurable performance objectives in several industrial arts classes.

3. Follow-up - Recent Graduates from Vocational Programs

In order to assess the ultimate effectiveness of the existing vocational education program, recent graduates of the program were surveyed to determine current employment status and the extent to which their employment was related to their training.

Utilizing the results of the analyses and activities described above, the existing program of vocational education in the school district was evaluated, weaknesses and gaps in the existing program were identified, and recommendations were made for further research and for modifications and additions to the current program.

Some of the recommendations in the 1969 report are apparently being pursued, since a pilot program is being developed in four elementary schools for probable implementation in 1971. A questionnaire was administered to elementary teachers during early 1971 to identify potential problems, and each of the four participating schools has developed cost proposals.

III. Summary of Projects

Recent projects accomplished as part of Project WAVE are tabulated in the following section, using codes which are descirbed in Sections IC and II above.

SUMMARY OF PROJECTS - PROJECT WAVE

TYPE OF PROJECT	SCHOOL DIST AND/OR SCHOOLS	PROJECT LEADER (NO. WORK'G ON PROJECT)	OUTPUT	DATE COMPL.	GRADE LEVEL	LENGTH OF PROGRAM	ELEMENTS OF PROGRAM (A) = ACTUALLY COMPLETED (SEE SEC. IC FOR CODE EXPLAN.)	COMMENTS
Develop Class or Program	New Stanwood High School	W.Botsford (3)	7.Report of results	May 1971	11& 12 (Boys)	6 Sessions	1.Lectures & Discussion (A) 2a. Films (A) 4.Self-Appraisal (A) 8.Counseling (A)	Designed for boys in Voc. training. *Suggested Follow-up More ambitious program planned for Fall, 1971.
Develop Class or Program	Omak #19	N. Dibble (6)	2.Teacher Handbook 5.List of Field trips	1971	Elem-entary		2c. Field Trips 10. Evaluation 1.Lectures & Discussion 2d. Resources	Comprehensive list of Omak bussinesses who've agreed to permit field trips. Includes sample permission forms.
Develop Class or Program		R.Branford (6)	1.Class Plan (1 page summary)	June 1971	9-12		1.Discussion 2a. Films 2b. Speakers 2d. Resources - Literature 10. Evaluation	Description of 2 good sample activities included. *Suggested Follow-up Detailed course description not available.
Develop Class or Programs		S.Smith (2)	1.Class Plan (outline)	May 1971	9-12	98 days	2b. Speakers 2d. Resources 4. Self-Appraisal 5. Individual Investigation 2c. Field Trips 3. General Employ Skills	Comprehensive Outline Resources, materials, speakers, & field trips not specified.
Develop Class or Program	Langley High School	P.Hinchee	4.Biblio graphy		12		9. Work Experience 2b. Speakers 2d. Resources 1. Lectures & Discussion 4. Self-Appraisal	*Suggested Follow-up No details or report available. Unknown if Project implemented.
Develop Class or Program		F. Anderson (6)	1.Class Plan (Detailed)		8	One School Year	1. Lectures & Discussion 2a. Films 2b. Speakers 2c. Field Trips 2d. Resources 3. Gen. Employment Skills 4. Self-Appraisal 5. Individual Investigation 6. Future Plans	Comprehensive, well-integrated program. *Suggested Follow-up Unknown when plan was developed, where, and whether implemented.

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Develop Class or Program	Snohomish #201 Snohomish High School	R.Johnson (4)	1.Class Plan (Outline) 2.Student Handbook	Spring 1971	9	2 wks	1. Lectures & Discussion 4. Self-Appraisal 2d. Resources 2b. Speakers 5. Individual Investigation 6. Future Plans 3. Gen. Employment Skills 2a. Films	*Suggested Follow-up Unknown if implemented
Develop Class or Program	Rogers High School Puyallup	L. Meyer N.Trotter (12)	1.Class Plan (Not Avail.)	March 1970	10	1 Semester	Information not available	*Suggested Follow-Up Course plan completed but not enclosed. Planned to offer course in 70-71.
Develop Class or Program	Rogers High School Puyallup	W.Lyke (1)	Survey Results (Not Avail)	Jan. 1970	11	NA	10. Evaluation (A) Develop & Administer Questionnaire to H.S. juniors to help establish course objectives. (See above Project)	Part of Above. *Suggested Follow-up Neither questionnaire nor tabulated survey results were available.
Develop Class or Program	Rogers H.S. & Bates Voc-Tech Institute	N. Trotter (1)	1.Plan	Feb. 1970	9	2 days	2c. Field Trip to vocational school 2a. Film 11. Teacher Training (A)	Related to above. Apparently a one-time field trip.
Develop Class or Program	Puyallup High School	R.Hynek (11)	7.Report of Results 1.Course Plan (Outline)	May 1970	12	2 wks	3. Gen. Employment Skills(A) 4. Self-Appraisal (A) 1. Lectures & Discussion(A) 2d. Resources (A) 2b.Speakers (A) 2a. Films (A) 5. Indiv. Investigation (A)	Planned to be offered again in 70-71, possibly in expanded form.
Develop Class or Program	Edgemont Jr. H.S.	I.Kellogg (1)	7.Report of Results	May 1970	12 (Boys)	1 Sem.	13.Teach Reading Skills(A) 1.Lecture & Discussion(A) 2a.Films (A) 2d.Resources (A)	One-time effort to teach selected group of boys with reading problems.

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Develop Class or Program	Meadowdale High School	E.Duckworth (6)	1.Project Plan (Outline)	May 1969	10-12	1 Sem	1.Lectures & Discussion 2d.Resources 2b.Speakers 2c.Field Trips 4.Self-Appraisal 10.Evaluation-Student 3.Gen. Employment Skills	Course to be offered Fall '70 based on output of this project. *Suggested Follow-up Course plan & objectives not available.
Develop Class or Program	Edmonds #15 (4 High Schools)	B. Bumgarner (1)	1.Project Plan (Outline)	May 1969	12	1 Sem	4.Self-Appraisal 3.Gen. Employment Skills 1.Lectures & Discussion 2d.Resources 2b.Speakers	Course to be offered in 69-70 based on output of this project. *Suggested Follow-up. Course plan not available.
Develop Class or Program	Mountlake Terrace High School	D.Ford (2)	1.Project Plan (Outline)	May 1969	10-11	2 wks	1.Lectures & Discussion 2a. Films 2b. Speakers 2d. Resources 3.Gen. Employment Skills 7.Measure Effect 6.Individual Investigation	*Suggested Follow-up. No course plan available.
Develop Class or Program	Mountlake Terrace High School	M.Kolstad (1)	1.Project Plan (Outline)	?	9-12	1 Sem.	2c.Field Trips 2b.Guest Speakers	Project appears to add two features, field trips & speakers, to existing classes in metal shop. *Suggested Follow-up No detailed plan or report of results available.
Develop Class or Program	Marysville #109 Marysville High School	M.Kelln (4)	7.Report of Results	May 1970	9 (male)	One Sem. (One Time)	7.Measure effect of course on students.(A)	Objective eval. of effects of existing occupational orientation classes. Eval. procedures referred to but not included.

SUMMARY OF PROJECTS - PROJECT WAVE

Develop Class or Program	Snohomish #201	B.Fuchs (4)	1.Project Plan (Outline)	May 1970	9-12	One Sem.	2c.Field Trips 10.Evaluation-Businessmen	Project appears to add extensive student field observations to existing classes in automotive trade *Suggested Follow-up Detailed plan, procedures, and report of results not available.
Develop Class or Program	Monroe High School	D.Nelson (1)	7.Report of Results	May 1970	12	6 wks	1.Lectures & Discussions(A) 2a.Films(A) 2b.Speakers(A) 2c.Field Trips(A) 2d.Resources(A) 4. Self-Appraisal(A) 7.Measure Effects(A) 3.Gen. Employment Skills(A) 5.Indiv. Investigation(A) 8.Counseling(A)	Successful pilot class in vocational education
Develop Class or Program	Mariner High School Mukilteo	A.King (1)	7.Report of Results 5.List of Field Trips 4.Bibliography	May 1970	H.S.	6 wks	8.Counseling(Group) (A) 2b.Speakers (Including Senior Cit.,parents, & recent H.S. grads)(A) 2c.Field Trips (A) 3.Gen. Employment Skills(A) 13.Survey for summer jobs(A) 1.Lectures & Discussions (A) 2d.Resources (A) 4. Self-Appraisal(A) 7. Measure Effects (A) 5. Indiv. Investig. (A) 10.Evaluation -Students(A)	Well planned vocational education program
Develop Class or Program	Kentridge High School Kent	N.Pedersen (9)	1.Project Plan (Outline)	Feb. 1969	10	One wk	3. Gen. Employment Skills 4. Self-Appraisal 1. Lectures & Discussion 2b. Speakers 2d. Resources	*Suggested Follow-up No output available. Unknown if program implemented.

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Develop Class or Program	Meridian Jr. High Kent	G.Harms (7)	1.Project Plan (Outline)	May 1969	8	8 wks (1 Session/ week)	1.Lectures & Discussion 8.Counseling 7.Measure Effects	*Suggested Follow-up No output available. Unknown if program implemented
Develop Class or Program	Everett #2	T. Stiger (7)	Not Available	April 1970	?	?	?	*Suggested Follow-up Final Report referred to but not included.

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Increase Adult Awareness	W.Puyallup Jr. H.S.	V.Quast (5)	1.Program Plan 7.Progress Report	Feb. 1970 Report May 1970	Teacher	1 Sem	2c.Field Trip to vocational School(A) 2b.Speakers(A) 2d.Resources(A) 1.Lectures & Discussion(A) 13.Survey faculty on previous work exper. & make results avail. to faculty & students(A)	One-shot program to increase faculty vocational awareness and knowledge.
Increase Adult Awareness	Puyallup	J.Watson (6)	7.Report of Results 4.Bibliography	May 1970	Adult	1 Sem.	12.Publicity (A) Group Presentations Distrib. Placemats Newspaper Releases 2d.Resources -Identify(A)	Attempt to influence public attitudes & increase awareness of vocational opportunites.
Increase Adult Awareness	Edmonds High School	D.Miller (1)	7.Report of Results	June 1970	Parents	6 wks	1.Discussions (A) 2d.Resources (A)	Establish discussion group for parents of disturbed children

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TYPE OF PROJECT	SCHOOL DIST. AND/OR SCHOOL/S	PROJECT (NO. WORK'G ON PROJECT)	OUTPUT	DATE COMPL.	GRADE LEVEL	LENGTH OF PROGRAM	ELEMENTS OF PROGRAM (A) = ACTUALLY COMPLETED (SEE SEC.IC FOR CODE EXPLAN.)	COMMENTS
Present Vocat. Oriented Program	Brier Jr. H.S. Edmonds	M.Gray (4)	7.Report of Progress 1.Plan (Outline)	Spring 1969 Report Jan. 1970	9	Approx. 1 Week	2b. Speakers 10. Evaluation 1. Lectures & Discussion 11. Teacher Training	Supplement to existing annual Career Day in which 9th graders hear 3 voc. speakers of their choice. Oriented toward voc-technical occupations. *Suggested Follow-up Revised program proposed for 70-71 based on student suggestions.
Present Vocat. Oriented Program	Renton #403 Renton H.S. & Unnamed Elem. School	D.Otteson (9)	7.Report of Results	Prog. Mar. 22-25 1971	3-6 9-12	4 days	2c. Field Trip(A) (by elem. students to H.S.) 12. Publicity (A) 10. Evaluation (A) (by elem. & H.S. students) 2d. Resources (A)	H.S. students acted as hosts & instructors. Visiting elem. students allowed to use shop equip. *Suggested Follow-up Attachments missing from final report. Other concurrent projects at other schools in S.D. mentioned but not reported.
Present Vocat. Oriented Program	Renton #403 Lakeridge Elem.	G. McPherson (4)	7.Report of Results	Program Mar.25 1971 Report May 1971	4-6	One Day Program 1 wk Prep.	2b. Speakers (A)(Including parents) 12. Publicity (A) 10. Evaluations(A) (students and parents) 3. Gen. Employment Skills(A) 2d. Resources (A) 1. Lectures & Discussion (A) 2c. Field Trips	Report includes a number of sample forms as attachments.
Present Vocat. Oriented Program	Kent #415 Kent Jr. High Sch.	D.Warne (2)	7.Report of Results	Progr. April 7-11 1969	9	One Week	2b. Speakers (A) 7. Measure effects (A) 10. Evaluation (A) -Students	Vocation Week Program

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Present Vocat. Oriented Program	Woodway H.S.	P.Svendsen (10)	1.Project Plan (Outline)	Feb. 1969	10-12	One Day Job Fair	2b. Speakers & Demonstrations 2d. Resources 10. Evaluation	*Suggested Follow-up No report available
Present Vocat. Oriented Program	Kent-Meridian High School	R.Mowe (1)	1.Plan for Program	Feb. 28 1969	7-9	One Day Career Day	2b. Speakers 10. Evaluations - Students & teachers	*Suggested Follow-up No report available.

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Assist Drop Outs	Kent Adult Education Center	H.Pommer (8)	7.Report of Progress	Report May 1969	9-12 & above	Not Applic.	13. Attempt to develop program & facility for drop outs to complete educa. 13. Survey of local school districts to appraise existing programs (A)	*Suggested Follow-up Unknown if program implemented.
Assist Drop Outs	Interm.#109 Cascade H.S. Everett	W. Palmer (3)	7.Report of Results	May 1970	10-12	6 Wks	13. Questionnaire given to potential drop-outs requesting suggested changes in curriculum.(A) 13. Recommendations for revised curriculum.(A)	Attempt to determine attitudes of potential drop-outs & suggested changes. Unknown if recommendations implemented
Assist Drop Outs	Interm.#109 Langley H. S.	J.Leierer (1)	7.Report of Results	May 1970	9-12	6 Wks	13. Questionnaire (A) (Same as above project)	Same as above project. Same questionnaire used.

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Identify Job Opportunities	Okanogan County		8.List of Job Opportunities	Apr. 1971	9-12	Not Applic	13. Questionnaire to potential employers (A) 3. Gen. Employment Skills(A) 12. Publicity (A)	Comprehensive directory of employment opportunites in Okanogan County.

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TYPE OF PROJECT	SCHOOL DIST. AND/OR SCHOOL/S	PROJECT LEADER (NO. WORK'G ON PROJECT)	OUTPUT	DATE COMPL.	GRADE LEVEL	LENGTH OF PROGRAM	ELEMENTS OF PROGRAM (A) = ACTUALLY COMPL. (SEE SEC.IC FOR CODE EXPLAN.)	COMMENTS
Project Give-Estab. Voc. Ed. Program	Kent #415	T.Straka (2)	1.Detailed Program Plan & Proposal		K-6	Not Applic.	2d. Resources - Identify 11. Teacher Training 10. Evaluation - Attitudes of teachers & students	Comprehensive proposal for developing vocational education program for K-6 level.
Project Give-Evaluate Existing Voc.Ed. Program	Kent #415 O'Brien Elem Scenic Hill Elem. Kent Elem Kent Jr.HS Sequoia Jr.	T.Straka (3)	7.Report of Results 1.Plan for new Program 4.Bibliography	May 1969	K-12	Not Applic.	2d. Resources - Identify(A) 10. Evaluations Students 5-6(A) Students 7-9(A) Elem.Teachers(A) Rec. Graduates(A)	Comprehensive analysis & evaluation of existing voc-ed. program at K-12 level, including recommendations for additions and changes.
Project Give-Develop Program	Kent #415 Park Orchard Elem.		1.Plan & Proposal for Academ. Program	1971	5-6	School Year	1. Lectures & Discussion 2b. Speakers 2c. Field Trips 2d. Resources 5. Individual Investigation 13. Career Clubs for Students 13. Teachers become career specialists	*Suggested Follow-up To determine if program implemented.
Project Give-Develop Program	Kent #415 Soos Creek Elem.		1.Plan & Proposal for Academ. Program	1971	5	School Year	1. Lectures & Discussion 2a.Films 2c. Field Trips 2d. Resources 7. Measure Effects 10. Evaluation 13. Students use hand tools	*Suggested Follow-up To determine if program implemented.

SUMMARY OF PROJECTS - PROJECT WAVE

Project Give-Develop Program	Kent #415 Kent Elem.		1.Plan & Proposal for Academ. Program	1971	Elem.	School Year	1. Lectures & Discussion 2a. Films 2b. Speakers 2c. Field Trips 2d. Resources 5. Individual Investigation 7. Measure Effects 10. Evaluation	*Suggested Follow-up To determine if program implemented.
Project Give-Develop Program	Kent #415 O'Brien Elem.		1.Plan & proposal for Academ. Program	1971	Elem.	School Year	1. Lectures & Discussion 2a. Films 2b. Speakers 2c. Field Trips 2d. Resources 3. Gen. Employment Skills 5. Individual Investigation 7. Measure Effects	*Suggested Follow-up To determine if program implemented.
Project Give-Teacher Survey	Kent #415	T.Straka (2)	7.Report of Results Teacher Survey	June 1971	Elem. Teach.	Not Applic.	10. Evaluation - Teacher Survey (A)	

IV. Summary of Projects, Washington State University

The summary format for this section differs from Section III.

Vocational Awareness in the K-12 Curriculum of Wahkiakum School District 200

Prime Objective

To develop a vocational awareness program in K-8 by developing a resource file, a unit entitled, "World of Work," and orientation to high school for eighth grade students. In 9-12, by using employment applications and interviews for jobs on the school newspaper.

Grade Levels

K-12

Activity and Description

Kindergarten--8th grade curriculum

A "world of work" resource file has been placed in the library for students and teachers. Includes occupations, audio visuals, resource persons, job applications. Unit "world of work" will be taught through most areas of the curriculum.

9-12 grades

Staff positions on the school newspaper were filled by a project entitled, "Employment Applications and Interviews," rather than by teacher selection. The job opening was announced in a bulletin and students filled out employment applications and had a formal interview by previous staff members.

Outcome--Short Range

Answers students questions about occupations and educational programs and helps him plan his high school courses to obtain his occupational goals. Job applications were very neat and everyone felt this was a fair way to select the newspaper staff.

Long Range

Good cooperation between students and faculty. Project so successful a continuation next year will include employment contract. Students are prepared for job applications and interviews.

Persons to Contact

Bud Holten, Al Pierce, George Borg, Wahkiakum School District 200, Cathlamet, Washington.

Task Force Report, Ephrata, Washington

Prime Objective

So add relevance to the curriculum by showing the relationship of attitudes, habits, and work in the classroom to a vocation.

Grade Levels

K-12

Activity and Description

K-6 grade

Include a more comprehensive coverage of other occupations (besides the traditional postman and fireman) in the social studies area. Observe Career Week through speakers, bulletin boards, films, etc. Use parents as speakers.

7-8 grade

Emphasis is on meeting with teachers to provide methods for them to obtain resource materials and provide them with an incentive to integrate them into their classes, especially during American Education Week.

9-12 grade

Use video tapes to show "Careers Unlimited" series from KSPS, Channel 7. Field trips can be video taped for more detail as well as future classes. Catalogue film and film strips. Juniors participate in half-day conference at Big Ben Community College. Obtain support of service clubs. One-to-one interviews.

Outcomes, Short Range

Evaluate program through use of a vocational checksheet before and after implimentation of plan. Also a possible follow-up study to see if eventual career choice was a result of vocational guidance program.

Long Range

Establishment of vocational information centers in the libraries. Strengthen services of guidance and counseling center.

Persons to Contact

Ann Borsma, Maxine Cross, Charlotte Dixon, Mary Lou Gonseth, Barbara Miller, Walt Pierson, Walt Reeker, George Smethers, Betty Sperline, Ephrata School District, Ephrata, Washington.

Vocational Education For Kindergarten, Primary and Intermediate

Prime Objective

Students will develop a positive self-concept and a vocational awareness and knowledge of the work-a-day world.

Grade Levels

Kindergarten, Primary, Intermediate

Activity and Description

Vocational education will be taught in social studies program. Following methods used to help students explore the world of work: field trips, resource people, audio visual, materials, role-playing, bulletin boards, games, art work, group projects. Students demonstrate wise use of income by playing store, setting up a banking system, having a class treasury. Develop motor and manipulative skills by making a product such as sewing, ceramic, carpentry.

Outcome--Short Range

Development of positive self-concept and knowledge of the working world.

Long Range

The child will make wise choices with regard to an ultimate vocation, as he moves through school.

Persons to Contact

Wilberta Asbury, Marie Braden, Betty Clark, Vi Sarchet, White Swan.

Milk, From Cow to Consumer

Prima Objective

To survey the students at Sharpstein Elementary School to find out their present knowledge of jobs related to the dairy industry and then by presenting a unit on milk, increase their awareness of the various jobs and opportunities made available to them by the dairy industry.

Grade Levels

Grades 1-6

Activity and Description

Each teacher would present the study of milk in a manner appropriate for her grades age level and interest. Included would be 1) a study of job occupations related to the production of milk from the farmer who grows the feed to the consumer who purchases it, 2) field trips include a dairy, processing plant, farm, dairy store, 3) films, filmstrips, models, 4) resource persons such as County Extension Agents, 5) many good ideas were given with regard to methods and materials. A few examples are: write the Health Department to find out ways of protecting the public health; make a list of things an inspector might check for at a dairy farm; write a story about one of the dairy products; write a biography on Louis Pasteur.

Outcomes--Short Range

Several of the members have already started their unit and have been very pleased with the results they are getting. A survey was taken at the beginning of the unit to determine the children's knowledge of dairy farming and related occupations as they can related to dairy farming and a comparison will be made.

Long Range

It is hoped the students, with this awareness, will be better prepared at the high school level to correlate their course work and vocational possibilities.

Persons to Contact

Lela Bafus, Don Bradshaw, Mary Estling, Lettice Kramlich, Kathryn Ross, Sharon Searson, Wayne Slaybaugh, Edith Wiedemann, Sharpstein Elementary School, Walla Walla, Washington.

Vocational Guidance and Counseling
Interest Level Grade Two

Prime Objective

To arouse interest and encourage positive attitudes toward different jobs.

Grade Levels

Second grade

Activity and Description

1. Research and discuss jobs of the future.
2. Participate in field trips.
3. Role play and tell fellow classmates what has been learned.

Outcome--Short Range

No written method of evaluation was used.

Change of attitude should be reflected in their writing and talking.

Long Range

A greater tolerance and understanding of all jobs rather than just the jobs their fathers have or jobs which imply high pay.

Persons to Contact

Sandra Burt, Evelyn McCracken, Betty Freepons, Elizabeth Baker, Edward Freepons, Larry Grove, Ralph Baker, Walla Walla School District, Walla Walla, Washington.

From Start to Finish

Prime Objective

To introduce students to varying occupations that do not necessitate a college degree. This was done through a project the class themselves designed on beef.

Grade Levels

Second, Fourth, and Fifth

Activity

Students classified a list of occupations according to salary earned. All of the occupations needed in the production of several products were discussed, and a complete study from start to finish was decided on beef.

Description

Students arranged themselves into research groups to find information about meat, animal by-products, some of their uses (fats, hides, glues, gelatin) a complete list of occupations dealing with beef production was compiled. The class listed related "beef locations" that could be visited.

Outcomes--Short Range

A very effective way to learn of various occupations in the locality.

Long Range

The children's attitudes towards different occupations are also changing, although they are not consciously aware of it.

Persons to Contact

Norma Grudzinski, Gail Jordan, Helen Gwinn, Mary Towner,
Walla Walla School District, Walla Walla, Washington.

Developing Vocational Awareness in the Elementary School

Prime Objective

To develop a handbook that is an attempt to provide aid to the classroom teacher in the performance of their task. It will serve to augment occupational and vocational activities already used.

Grade Levels

Elementary

Activity

In the handbook teachers are made aware of the businesses interested in having students come for field trips and in some, their willingness to come to the school.

Description

The handbook includes:

1. Sample forms for permit slips
2. Objectives of field trips
3. Evaluation forms for student, teacher, businessman
4. The name of business and pertinent information

Outcome--Short Range

Will make young children aware of community helpers and vocations. Handbook will be an incentive to use vocational oriented ideas in the early years.

Long Range

Will prepare the child for a more in-depth study in later years and should be a sound beginning for good community-school relationships.

Persons to Contact

Neil Dibble, Russell Brantner, Elva Bruns, Carolyn Hibbard, Jacquie Fanning, Dean Rose, Omak School District #19, Omak, Washington.

Job Cards for Vocational Education in the Elementary Schools

Primary Objective

To build a proper attitude toward the dignity of work, the necessity of work, and the rewards of work.

Grade Level

Elementary

Activity

Job cards consists of cards with various assignments and activities for the student to do.

Description

They are arranged in Steps beginning with Step I and progressing in difficulty to Step 5 and the Extras. They are simply suggestions or a starter for the teacher to build on. It will work particularly well in an Economics unit.

Outcomes--Short Range

The completion of each card is an evaluation in itself. The teacher is asked to give ideas and suggestions for making them a more valuable instructional aid.

Persons to Contact (No address given)

Paul Burlingame, Amy Derzal, Bill Gibbons, Dorothy La Gran, Dorothy McGrath, Dean Mondor, Mary Newman, Joe Piche, Don Ramsay, Julia Schulz, Jack Stapleton, Larry Weinman, Jim Wilson.

Vocational Awareness in the World of Work K-12

Prime Objective

The students will be helped to make "good" decisions, ones in which the decider has considered all possible alternative actions, the probable outcomes of each, and the probability of success of each.

Grade Levels

K-12

Activity and Description

K-3 grade

Drawing pictures of jobs you do at home, school. Find out about father's work, operate a store, take a field trip, discuss natural resources.

4-5 grade

Program developed through woodworking class and knitting and crocheting class. Action Program involving parents.

6 grade

The classes decided to plant a garden and each student had his own plot on the school yard.

7-8 grade

Speakers, field trips, class discussions.

9-12 grade

To develop an inter-district cooperative program of four districts.

Set up faculty and citizen advisory committee.

Outcomes

Students are becoming aware of what the "world of work" is. The making of a garden helps students see the relationship of work to fulfilling mans

basic needs. In 9-12 grade the students will have a more comprehensive vocational outlook toward the "world of work."

Persons to Contact

Donna Moon, Lillie Bunger, Chrystie Coney, Terry Gatz, Roger Morris, Lower Columbia College, Longview, Washington.

Vocational Awareness for Eighth Grade Students
of Central Elementary School

Prime Objective

To develop a program to help students discover their individual interests and abilities and relate subject matter to what concerns the students in real life.

Grade Levels

K-6

Activity

Community Speakers Bureau, Job interviews, field trips, film strips, instruction through counselling centers. Also to cause the faculty to be informed about the need for vocational awareness.

Description

C.S.B. is a list of people who will come to the school to speak about their vocational interviews can be video taped and can include demonstrations of activities of a typical working day. Faculty will have an in-service workshop before 1971 school year.

Outcomes--Short Range

Compare the pre-survey with the post-survey of students. Subjective evaluation through group and individual counseling. In-service training by subjective evaluation.

Long Range

To gain realistic information to help student develop to his full potential.

Persons to Contact

Charles Pease, Merle Spencer, Ronald Parsons, R. Laurie Miller, Phyllis C. Becker, Central Elementary School, Milton-Freewater, Oregon 97862

Vocational Awareness and Guidance

Prime Objective

To implement vocational awareness concepts within the present total curriculum. To make students aware of vocations and the necessary requirements, both physical and educational. To help students see a relationship between subject matter and the world of work.

Grade Levels

Grades 4-8

Activity

Includes a simple survey test with suggested uses for grades 5-8 and an explanation of how to use transparencies at a particular grade level.

Description

The simple survey test will determine the child's interest and attitudes toward different occupations.

The transparencies are Disney cartoon characters depicting various occupations. The main categories of the transparencies are: will you work inside or out, with your head or your hands, sitting or standing, with things or people.

Outcomes--Short Range

Short range outcomes can be determined by repeating the simple survey test at the end of the unit to see how their own ideas have changed about the world of work.

Long Range

Students will appreciate the value and dignity of all kinds of work and skills and will realize that all workers contribute to the over-all welfare of our society.

Persons to Contact

Ruth Graber, John Payne, Floyd Hayton, Jane Davis, Marcia Veals, Betty Wishkoski, Vernon Hellbusch, Arno Johnson, Mount Adams School, Toppenish, Washington.

Vocational Guidance Oriented Program For Grades Four, Five and Six

Prime Objective

To introduce through a teacher, a pilot program whereby students would see the relationship of a vocation to the academic program. They would develop occupational awareness and positive attitudes to the world of work thereby contributing to their well-being and social adjustment.

Grade Levels

Fourth, Fifth, and Sixth

Activity

Involves using various methods and materials in the existing units of social studies, arithmetic, English, geography, art, music. In addition, would be the use of films, field trips, visits from working people and the utilization of vocational teachers and guidance personnel.

Description

The teacher would plan these activities to fit into the regular course material.

Outcomes--Short Range

The teacher would notice student attitudinal changes exhibited by oral reporting. It is expected there would be less of a student discipline problem. Other teachers would be aware of students using career-oriented ideas.

Long Range

An indication of the improvement in career or occupational awareness would be noticed by counselors', the community, employers, and teachers. Long range goals include an occupational awareness testing program and a follow-up study of these same children in six or seven years.

Persons to Contact

Jack Bennell, Henry Cable, Earl Knapp, Marguerite Cain, Wapato Senior High School, Wapato, Washington.

Denver Campbell, Wapato Junior High School, Wapato, Washington.

Job Opportunities in the Walla Walla Area

Prime Objective

To acquaint both students and parents with the vast vocational areas available in the Walla Walla area.

Grade Levels

5-6 grade

Activity and Description

8 week unit for 5th and 6th grades

Includes letter to parents, questionnaire to students of job interest areas, speakers from Chamber of Commerce and Vocational Education, resource speakers from 12 areas with discussions following. Detailed reports are then made on 3 areas. Students take field trips to their interest areas and gather information that can be presented back to the class as an oral report.

Outcomes--Short Range

Students will fill in the identical questionnaire as in the beginning of the unit to see if their interests and attitudes toward various jobs and professions have changed.

Long Range

Various teachers can use the program and adapt it to their grade level.

Persons to Contact

Judy Watts, Leonard Smoke, Box Fox, Greg Reid, Walla Walla High School, Walla Walla, Washington.

Introduction to Vocations
Project for "Project Need"

Prime Objective

To implement a seventh grade vocational education program into the curriculum during the 1970-71 school year.

Grade Levels

7th grade

Activity

In small groups sessions during the teacher's conference period the program was developed. It was also discussed in a staff meeting.

Description

The program requires the student choosing two out of three electives.

1. Band (all year)
2. Reading (12 week) Spanish (12 week) French (12 week)
3. Inc. Arts (12 week) HE (12 week) Career Develop (12 week) Science (12 week)
   (Boys take science in lieu of HE)
   (Girls take science in lieu of Inc. Arts.)

Outcomes--Short Range

The emphasis on this program is more on awareness and attitude, not on an in depth study.

Long Range

This program will be followed by curriculum revisions in the eighth grade. 1971-72 school year and ninth grade 1972-73 year.

Persons to Contact

Mark Glaspey, Guy Kaplicky, Dick Thomas, Wes Cargo, Lewis and Clark Junior High, Yakima, Washington.

Task Force No. 10 "Small Engine Repair"

Prime Objective

To help the student develop skill in working with small gas engines and to incorporate into this curriculum an awareness program of job opportunities in the area of gas engine repair, re-building, and management.

Grade Levels

7th grade

Activity and Description

The student will describe five job opportunities related to his special interest in the gas engine field in detail. He will contact three local businesses that employ people in his interest area to receive first hand knowledge and information.

Outcome

Student should be able to accomplish the performance objectives listed in the report.

Persons to Contact

Bill Jordan, Jim Rodgers, George Patterson, Betty Cross, Floyd Bafus, Walla Walla Junior High, Walla Walla, Washington.

Project Need
Junior High Vocational Guidance Program

Prime Objective

To encourage in each student a desire to discover and to begin developing his own abilities.

Grade Levels

7th, 8th, 9th.

Activity

Each teacher would have the responsibility of integrating vocational guidance into his phase of the academic program.

Description

7th grade--Students will study the "World of Work" in the "Quad" program which is seven weeks each in art, industrial arts, homemaking and music.

8th grade--In English and typewriting classes build a vocabulary related to the world of work in listening, speaking, and writing.

9th grade--In a concentrated 2-3 week program students study themselves, job opportunities and plan their high school program.

Outcomes--Short Range

Each grade had specific evaluation techniques.

Long Range

The program will meet the needs of each student to enable him to become a self-supporting individual in our society.

Persons to Contact

Mrs. Wanda Cole, Mrs. Mirney Wagner, Mr. Gerald Cummins, Miss Judith Hordyk, Mrs. Lois Norris, Miss Irene Gleason, Mr. Elton Fenno, Mrs. Jacqueline Ormsby.

Prime Objective

To compile methods of imparting basic knowledge of different lines of work, through group guidance, to the junior high school age student. A group method supplements the program of individual counseling.

Grade Level

Junior High

Activity

The program could be taught in three different areas; the classroom, the homeroom, clubs and special groups.

Description

An outline of the program is as follows:

1. The Importance of Work
2. A Survey of Occupations
3. Occupational Trends
4. Discovering Interests and Aptitudes
5. Outline for Study of an Occupation
6. Choosing an Occupation
7. Getting a Job
8. Occupational Citizenship

Outcomes--Short Range

Value of the program could be determined by a questionnaire for parents, teachers, and students attempting to determine a change in students attitudes regarding various occupations.

Long Range

The program will be challenging,and interesting and meet individual needs. It will help students to understand himself and his life's goals.

Persons to Contact

Don Kolb, Art Miller, Bessie Emery, Cliff Truscott, Jeanetta Jolly, Dick Olsen, Spokane School District, Spokane, Washington.

Vocational Guidance Project Need Task Force Project
A Curriculum Plan in Vocational Guidance for the Junior High School

Prime Objective

To help students prepare themselves with a broad scope and realistic concept of the "world of work," the dignity of labor, and the value of acceptable performances.

Grade Levels

Junior High

Activity

This plan gives specific examples of how vocational education can be integrated into present classes. Courses include Mathematics, Health and Development, Citizenship, Reading and Language, Industrial Arts, Applied Arts.

Description

Using the Matchematics course as an example one might:

1. Bring speakers into class in areas that have a math background.
2. Research other fields to find out what math is required.
3. Work out a course of study using pr-blems based on industrial needs.

Outcomes--Short Range

A student and teacher evaluation of both the student and the course would give some insight into the worth of the course. It could not as yet be determined.

Long Range

A rating scale as suggested could be used to determine if courses presented had a direct bearing upon drop-out prevention or job selection and future employment. The teacher would be in a good position to note the increased interest level of the student as a result of vocational education.

Persons to Contact

Rod Moore, Elaine Olson, Dolores McDaniels, Sacajawea Junior High School.

Task Force Project

Prime Objective

To have junior high school youth explore their own aptitudes and to have experiences basic to occupational proficiency. Focus will be primarily on economic efficiency and occupational goals.

Grade Levels

Junior High

Activity

After taking the Kuder Preference Test, students research several occupations and do a detailed study of two, one which requires a college education and one which does not.

Description

Content of the report or workbook includes self-evaluation, vocational selections, features liked and not liked in vocation, helpful school subjects, preparation and next steps, ap-lication for employment and 'why this vocational selection.'

Outcome--Short Range

Evaluation should be by teacher and student.

Long Range

The results, when analyzed, can be used by teachers, counselors, and administrators in planning unit activities for the next year.

Persons to contact

Vivian Anderson, Vivian Baker, Frances Borgens, Ewald Lindemann, Margaret Price, Pioneer Junior High School, Walla Walla, Washington.

Project Need Seminar
Your Child in the World of Work

Prime Objective

To help parents guide their child in selection of courses for the first year of high school (and an overall four year plan) and to help them relate to school and community in understanding the multi-career opportunities.

Grade Levels

8th grade

Activity

A one night program of approximately 1½ hours of the parents of the 8th grade students from the five elementary schools of West Valley District.

Description

Preparation included invitations to parents, students, teachers, counselors, board members and administrative personnel; display included posters and illustrative materials, slide pictures with a lecture showed variety of vocational opportunities in Yakima, speaker, explanation of courses offered in high school and registration procedure.

Outcome--Short Range

Make parents more aware of what the school is trying to do in the area of vocational education. Bridge gap from junior high to high school for the student.

Long Range

Better working relationship between parents and school.

Persons to Contact

Glen Germann, Elmer Messinger, Willis Walder, Lorene Walker, West Valley School District, Yakima, Washington.

Formation of an Advisory Committee

Prime Objective

To form an advisory committee from different walks of life to advise form improvement of our Careers program.

Grade Levels

Junior High--9th grade

Activity

Letters were sent to teachers, counselors, business and professional men, skilled, semi-skilled, and non-skilled laborers and employment agencies. These persons made up the advisory committee.

Description

With the use of a tape recorder some conclusions were drawn from the meetings.

1. It would not be practical or feasible to have students go out on a one-to-one basis into the world of work at 9th grade level, but it would be best to bring in as many speakers as possible. Preferably more "Indians" and not so many "Chiefs."
2. Careers Day should be held early in the fall with a more in depth study of a few fields rather than skimming a vast array of fields.

Outcomes--Short Range

The people who served on the committee were gracious and willing and the suggestions were ones that could readily be put to good use. Teachers will try to bring the world of work into their particular lesson plans. A future idea may be mini-career days.

Long Range

No specific ideas were given except that the advisory committee be continued to work as consultants while curriculum changes are being made at the Junior High level.

Persons to Contact

Glen Paget, Elizabeth Hayton, Velva Carson, Eleanor Powell, Coweeman Junior High School, 2000 Allen Street, Kelso, Washington 98626

Coulee City High School Task Force Project

Prime Objective

To develop a unit as the first, or exploratory, step in a freshman occupation program.

Grade Level

9th grade

Activity

A four week Career Exploration Unit to be implemented in the 9th grade English class of Coulee City High School, 2 periods a week (a pilot program).

Description

1. A paper will be written at the beginning of class entitled, "What I Want To Do" and compared to a paper at the end of the unit entitled, "What I Can Do."
2. Kuder test
3. Attend Career Day in Spokane and write a paper on entrance skills and training.
4. Study pamphlets on careers.
5. Observe individuals employed in career choices that interest you.
6. Write a short paper identifying a career that interests you and five reasons why.

Outcomes--Short Range

The administration and board of directors have been consulted and are very much in favor of both the pilot program and proposed programs for the next year. Through the use of Bureau of Census Classification of Occupation it can be determined how close together the original and latter career choices are.

Long Range

From the results of the pilot program the faculty members will design a similar program for all freshman next year.

Persons to Contact

Georgia Freely, Shirley McLean, Gordon Peterson, Coulee City High School, Coulee City, Washington.

Washington Junior High School Career Opportunities

Prime Objective

To set up a program to provide for a greater opportunity for Junior High students to do some occupational exploration and to develop more meaningful career activities.

Grade Levels

Junior High--9th grade

Activity and Description

Develop a careers course

Counselors and teachers on one-to-one basis make it an on-going activity.

Career Day

Students given opportunity to meet with resource persons of their choice.

Involve Special Education students and parents.

Testing

Outcome--Short Range

Increased student interest, parent response, and feedback, increased awareness in students course selection, less drop outs at Junior High level.

Long Range

A program is being designed for eight and ninth grade boys in power mechanics and one for girls in home management.

Persons to Contact

Julius Glover, Johnnie Miller, Nick Mason, John Closner, Ron Cox, Washington Junior High School, Yakima, Washington.

Wilson Task Force #1
A 9th Grade Vocational Exposure Unit

Prime Objective

The project on a preliminary basis consists of a fourteen day vocational orientation unit.

Grade Level

9th grade

Activity and Description

1. Consider four different kinds of vocations through library study and analysis.
2. Analyze results of testing. Includes D.A.T., Kuder, and Iowa Basic Skills Tests
3. Visit actual businesses, technical training centers (all day field trip) and conduct seminars by representatives of the profession.

Outcome--Short Range

Students should begin to see the relationship between couse of study and possible job opportunities. Compare preferences at beginning and ending of unit.

Long Range

Expand next year to include a vocational exposure course of a semester's length.

Persons to Contact

Gregg Hals, Jim Bryant, Al Tinsley, Wilson Jr. High School, Yakima, Washington.

Task Force Project

Prime objective

To reveal some basic ideas for career planning, to help the student get started in the right general direction and to help them solve their career problems one step at a time, as their life gradually unfolds.

Grade levels

9-12 grade

Activity and Description

Grade 9

Testing (DAT, Kuder General Interest) Orientation program for parents, 2 speakers from community college, counseling on tests results and individual counseling.

Grade 10

Testing (STEP, SCAT) Career Day in Spokane, speakers come to classroom from various professions and vocations, unit of study on careers in English whereby students report on a career they have researched.

Grade 11

Testing voluntary (PSAT, NMSQT, WPCT) Group Counseling, College Conference Day and Industry Career Day in Spokane.

Grade 12

Testing (Strong Voc. Interest Blank, ACT or SAT, GATB) Develop unit of study for one semester using Northwest Education Employment Directory as a guide.

Outcomes--Short Range

Tests would help make students aware of their abilities, achievements, aptitude and interests. Could be implemented with small amount of funds and in less metropolitan areas.

Long Range

A better balance of vocational training as compared to college training in the school system. Placement of graduates would be an inherent part of the school program.

Persons to Contact

Luther R. Paulson, Director of Guidance, Intermediate District #104, Ephrata, Washington.

Edmund Haugen, Counselor, Warden High School

Simon R. Delgado, Employment Security Department, Ephrata, Washington.

Vocational Education for Junior High and Senior High

Prime Objective

Guidance and instruction should help students eventually make vocational choices which are satisfying and productive for themselves and the society.

Grade Levels

Junior High, Senior High

Activity and Description

Explore various families of the occupational areas using Dictionary of Occupational Titles, discover the general areas of aptitudes and interest, discover facts about an occupation, compare specific occupations within selected families, demonstrate basic skills of occupations, identify centers for vocational training, inventory students own characteristics, interest, aptitudes, and abilities, participate in actual work experiences, list fifteen occupational possibilities available to them.

Outcomes--Short Range

Students will strengthen their self-image, will involve themselves in the study and skills of an occupation to the extent that they learn the process of planning effectively for finding the right employment.

Long Range

Having participated in vocational education to the extent of his needs, desire, and ability, the student will have profited from such an experience.

Persons to Contact

Ruby Brownlee, Bess Clyde, Frances McDougal, Jerry Walker, Furman Wheeler, White Swan School District, White Swan, Washington.

Vocational Awareness Program for Toppenish
Junior-Senior High School
Task Force #4

Prime Objective

To develop a workable program of vocational awareness for Toppenish Junior-Senior High School by acquainting the students of possible occupations they may pursue and helping them to select a vocation that will give them satisfactory gainful employment.

Grade Levels

Junior High and Senior High

Activity and Description

Various ideas and materials will be used in the coming school year. Included are: 1) an increase in printed material available through "career corner" in the library. All possibilities for career material are included, 2) each week an occupation will be presented to interested students by a speaker engaged in that occupation, 3) films covering nine different occupations will be shown to interested students, 4) many local field trips are available and it would be best if each teacher were responsible for trips pertaining to her teaching area, 5) 13 parents have volunteered to visit classrooms and talk with students about their vocation, 6) "Career Day" made more meaningful by featuring careers students are most interested in having students fill out a check list, 7) work-study program, 8) encourage self-investigation and evaluation. Make available several aptitude and interest tests, 9) provide counseling that encourages the student to look ahead to his future development and interests as well as his present.

Outcomes--Short Range

Since this program is a proposal its value can only be estimated. In the short run it is hoped the student will be made more aware of the importance of seeking knowledge in relation to vocational opportunities.

Long Range

The Vocational Awareness Program cannot fail to help a larger percentage of student to properly prepare for the future.

Persons to Contact

Clifford C. Mercer, Jim Shea, Everett Cook, Toppenish Senior High School, Toppenish, Washington.

Richard Otto, Bob Ness, Joe Stephens, Toppenish Junior High School, Toppenish, Washington.

Career Awareness Program "CAP"

Prime Objective

To help students become aware of at least three job opportunities, the training necessary, pay scale, advantages, and disadvantages, and special aptitudes or characteristics for the job.

Grade Levels

High School Seniors

Activity and Description

Initial presentation of CAP at faculty meeting. Letters of explanation to homerooms surveying students through use of Interest Check List, and tabulations to indicate three job interests for each student. Committee members organize for resource persons to come to the school and speak and the interested students (from tabulated check list) are notified of the meeting. Follow-up with field trips.

Outcomes--Short Range

Evaluation form will be filled out by students attending meeting and the host teacher. In this way speakers will deal with the desires of the students.

Long Range

To establish a three-year rotation of Career Awareness meetings enabling high school students to learn more in three years of enrollment.

Persons to Contact

Albert Roberts, Charles Clark, Elton Fenno, Lewis Jacky, Felix Fletcher, Tim Carfield, Dorothy Anderson, Varga Fox, Doris Smith, Walla Walla High School, Walla Walla, Washington.

Vocational Guidance For Special Students

Prime Objective

To give special students, those with mental and physical disabilities, an opportunity to learn skills that are necessary to be successful in the world of work. To encourage the parent to help their children as well as provide additional training, perhaps through a work study program, which will make possible permanent employment later on.

Grade Levels

High School

Activity

Helping parents. The school staff and medical staff can work with parents to better help them understand how to work and play with their child in a way that would develop the readiness and awareness for the world of school and work.

Description

This could be done through regular conferences, clinic reports, home visits and phone calls. Materials and books could be loaned to the parent and special speakers and films could be brought in. There was an excellent example of a handout that could be given to a parent. Children could be made aware of the work they now do at home and school by keeping a chart for a week. Have children make a check sheet of occupations and rate them according to their preference.

Outcomes--Short Range

The student will have skills that will help him in the world of work as well as independent living. A tool of evaluation is the Progress Assessment Chart of Social Development, which has been simplified for use by the classroom teacher.

Long Range

The simplified version of the Progress Assessment Chart, if regularly kept up-to-date, could be valuable not only for the child's teacher, but parents also. Goals for the student include areas of socialization, communication, personality, self help, and occupation.

Persons to Contact

Fred Sporleder, Florence Ewing, Ruth Royce, Dorothy Godden, Walla Walla School District, Walla Walla, Washington.

Task Force Project #1

Prime Objective

To relate to students the contribution of work in meeting basic life needs, to provide experience and knowledge that will contribute to an eventual vocational choice by providing skilled training programs for the students who will seek employment immediately upon graduation.

Grade Level

High School

Activity and Description

The following is a description of courses taught in the high school.

Cooperative Office Occupations Program will prepare students for office work.

Floral Design will explore opportunities in the florist industry and provide on-the-job training and work experience.

Records Processing includes processing of office records.

Community Helpers' Education Class gives specific training in five or six areas.

Power Mechanics is a study of power sources that provide the energy to shape our culture.

Outcomes--Short Range

Evaluation by students included such comments as: "It's preparing us for a future," "This course lets you think about a lot of things that you don't realize when thinking about getting a job--both about working and about yourself."

Long Range

As evidenced by the student response the program accommodates the individual needs of the students equally--not on the basis of academic or aptitudinal abilities.

Persons to Contact

Bob Cappello, Don Cobb, Mike Haberman, Betty Hammond, Bob Kuehl, Spokane School District, Spokane, Washington.

Job Opportunities at Spokane Industrial Park, 1970

Prime Objective

To have available for high school students pertinent information concerning the businesses and industries in the Spokane Industrial Park and the job opportunities there.

Grade Levels

High School

Activity

The task force gained information in this study from interviews with company executives, company managers, secretaries, and workmen in the plants or businesses recorded on a questionnaire. A similar study in 1966 was also used as a reference.

Description

The information listed under each job opportunity included such facts as salaries, promotions, training and educational requirement, number of employees of the firm.

Outcome--Short Range

As a result of this information being made available students can find answers to questions such as, "What work is (available) in this area?" "What part-time work is available for high school students?"

Long Range

Information is beneficial to teachers in preparation of courses such as business education, drafting, mechanical drawing, commercial art, metal work, etc. Encourages better communication between the teacher and the business executive.

Persons to Contact

Emmett Gumn, University High School

Duanne Ranniger, West Valley High School

Flurry Snyder, East Valley High School, Spokane, Washington.

A Vocational Guidance Program For
Lewis and Clark High School
Spokane, Washington

Prime Objective

To aid students in identifying and developing their interests and abilities and becoming knowledgeable about conditions of employment and work opportunities through a vocational educational program.

Grade Levels

High School

Activity

The vocational education program involves all grade levels and the assistance of homeroom teachers, voc. ed. counselors, school administrators and parents.

Description

9th grade

Differential Aptitude Test Battery, Kudee General Interests Survey, parent orientation, development of 4 year plan, general awareness of vocational education.

10th grade

Stanford Achievement Test Battery, One semester elective occupational information course, Career Day.

11th grade

Large Thorndike Intelligence Test, Kuder Vocational Interest Survey, Interviews, College Conference Day.

12th grade

Pre-College Testing, Stanford Achievement Test Battery, General College Information, Individual Vocational Interview, on-the-job observation and interviews.

Outcomes--Short Range

Gives students the opportunity to know that they are gradually progressing toward the day when they will earn their own livelihood.

Long Range

The program will have a lasting effect on a persons family, community, and citizenship.

Persons to Contact

Muriel Rossing, William J. Zimmer, Lewis and Clark High School, Spokane, Washington.

Task Force Project
A One Semester Course in Careers

Prime Objective

To become better adjusted to the high school situation, more receptive to the subject materials presented, make more appropriate course selections and better equipped to make wise and rational career choices later in life.

Grade Levels

High School

Activity and Description

To use the following methods and materials, group activity, individual counseling, role-playing, field trips, films, publications, T.V., resource persons, panel discussions, testing, interviews, library of occupational information.

Outcome--Short Range

In addition to fulfilling the prime objective perhaps some potential "drop out" will stay in school due to insights gained from this course.

Long Range

Through student cooperation and evaluation the course can be improved and made to be more valuable with each future year.

Persons to Contact

Dale Mummy, Jean Secor, Marvel Miller, J.R. Rogers High School, Spokane, Washington.

Task Force #2
Sub-Committee--Grandview School District No. Jt. 116/200

Prime Objective

To gain information and relate the information to the curriculum, to gather information and disseminate it to the students, to distribute information to staff members within five adjoining districts.

Grade Levels

High School

Activity

Operation Information will have four areas of action.

1. A follow-up study on members of the 1969 and 1964 classes
2. "Man in His Working World"
3. Job Fair
4. "Project Need" session

Description

1. Through an attached survey, determine what class members are presently doing which helps to evaluate present curriculum.
2. Seminar topic for academically talented students.
3. Held one day in last quarter of academic year for 12th grade.
4. Two semester hour college credit class for teachers.

Outcome--Short Range

83 of 209 graduates contacted and all are employed in lay occupations. Area 2 project has been financed and materials ordered. Twenty firms cooperating in Job Fair, Project Need approved by superintendent.

Long Range

Chamber of Commerce and the District Curriculum Coordinator are working toward the development of a Job Placement Center with Chamber President

and six high school students as steering committee. Follow-up study will show definite increase in awareness of job and educational opportunities.

Persons to Contact

John Ahlquist, Orrin Dybdahl, Norma Parton, Grandview School District, Grandview, Washington.

Project Need
Eisenhower High School

Prime Objective

To use the best contributions of education and business in exposing students to various careers, opportunities of special interest, training and development of a placement program.

Grade Levels

High School, Junior and Senior Class

Activity and Description

1. Career Exploration Groups--These sessions are to be carried out in the homerooms through the use of instructional packages based on Donald E. Super's theory of vocational choice.
2. Career Day--Three sessions, each student attends one section for each session. Chamber of Commerce supplies speakers and resource people.
3. Seminar Sessions--Conducted by the counselors for the prospective community seminar leaders to prepare them to communicate effectively with teenagers.
4. Individual conferences with businessmen.
5. Set up training program in lieu of a course elective for spring quarter.
6. Work experience in senior year for students who have successfully completed training requirements.

Outcome--Short Range

In-service work with teachers should be conducted to use instructional packages effectively. Students evaluated and criticized packages. Evaluation of Career Day includes thoughts from students, teachers, and resource people.

Long Range

Wonderful cooperation between school and community. Business persons aware of the needs of students. Reduction of frustration and failure of the students who go to college only because it is expected that they do so.

Persons to Contact

Don Cox, Gary Dietzen, Owen Hurst, Eisenhower High School, Yakima, Washington.

Food Handlers Pre-Training Course
Franklin Junior High

Prime Objective

To set up a Food Handlers Pre-Training Course to meet the needs of senior students who desire to pursue training in food service, and who neither desire or are able to attend college.

Grade Levels

High School, Senior

Activity

Food Handlers Pre-Training Course will be taught by a Home Economic Teacher for eighteen weeks.

Description

Course study--first nine weeks, meets one hour per day, five days a week.

Practical experience--second nine weeks, Mon. through Thurs. (exception Friday course study).

Class size is 12-15 students screened by counseling office. Text is Professional Restaurant Service by Ellen Harris.

Outcome--Short Range

Advisory committee of restaurant owners assists in direction and employing of students. Follow-up evaluation after three and six months by advisory board, restaurant owners, students, and instructor.

Long Range

Gives students background knowledge, training, and job experience to become a qualified employee. The need for this service is great due to Yakima being a convention city.

Persons to Contact

Karen Govreau, Jan Snyder, Franklin Junior High School, Yakima, Washington.

Task Force #2 Wapato
Teacher Orientation to Vocational Education
(In-Service Training)

Prime Objective

Teachers will take a vocational orientation workshop in the 1970-71 school year and will be required to include in their lesson plans at least one activity per quarter in vocational exploration.

Grade Levels

Staff and faculty of high school level.

Activity and Description

Plans and Ideas for Vocational Education Workshop .

Develop a philosophy for Vocational Education

Have an in-service meeting for all teachers to hear inspirational speakers or secure a cooperative Project Need Seminar with other districts.

Share ideas about teaching Vocational Education at all grade levels.

Set up task force groups either within buildings in the district or in subject matter areas.

Establish a career information center.

Survey job possibilities and former students.

Meeting with vocational staffs and administrators of our five school area.

Outcomes--Short Range

The following ideas for implementing vocational education were suggested by the workshop.

1. Suggestions for curriculum evaluations of various grade levels.
2. Formation of a career information center in the high school and junior high.
3. A survey form to ascertain jobs available in the area.

Long Range

A follow-up survey form for graduates of the high school for the next five years. Progress is being made, however slow. Positive changes should be able to be reported in another year.

Persons to Contact

Virginia Rutherford, Helen Middleton, James Stilwell, William Krieger, David Tri, Raymond Padilla, Wapato School District, Wapato, Washington.

A Visitation Program

Prime Objective

To take a survey of a cross-section of the senior class to get a sense of their attitudes, experiences, and interest with regard to vocational choice and then on the basis of the replies design a project for that school that would relate to its particular needs.

Grade Levels

Senior class--12th grade

Activity and Description

The questionnaire was sent to three different kinds of senior social studies classes, academically talented, middle range, those with reading or learning difficulties. The results showed a need to help students become better at assembling information, make decisions, and develop plans related to adult employment, particularly training not requiring a college education. On the basis of the questionnaire a project was designed which:

1) concentrated on students of industrial arts classes, mechanical drawing and woodshop,

2) would motivate students to make visits to firms in the community to gather information and draw conclusions. It was arranged for students to be able to use school time. Also a check-list of information was provided for the student visitor.

3) Telephone and follow-up letter contacts were made to businesses to compile a file of firms willing for students to make appointments for interview and observation.

Outcomes--Short Range

The student will be interviewed by teacher or counselor to plan further exploration. The student may share his experience with the class. An active file of firms maintains community interest and students take advantage of opportunity to visit firms.

Long Range

Follow-up contact with teacher or counselor is maintained long enough for student to have gained confidence in taking initiative to seek local vocational information, ability to evaluate the information gained in relation to his own interests and abilities and increased motivation to make plans for further training or experience.

Persons to Contact

Kathy Bergevin, Wilbur Boschker, Ada Howells, LaVerne Maxson, Florence McGovern, Ray Polley, Susan Wasson, Walla Walla School District, Walla Walla, Washington.

A Vocational Survey Taken of Toppenish, Granger and Zillah

Prime Objective

To actively support the counseling program and improve the quality of vocational counseling by enlisting the businessmen of the community to act as vocational guidance resource people.

Grade Levels

High School

Activity

Each member took a segment of the community and a survey through actual business contacts were made. The emphasis involved 1) would the employer give guidance (pro and con) about his business to a high school student, 2) would be provide work experience for a high school student, and 3) would he work on a one-to-one basis with a handicapped student.

Description

The support of the local Chamber of Commerce was first enlisted. Then each businessman was asked to fill out a survey form after fully understanding its purpose.

Outcomes--Short Range

The responses have been favorable. 85% were willing to act as vocational resource people. A somewhat smaller percentage were willing to make part-time jobs available and less than 25% felt they could spare the time to work with the handicapped.

Long Range

At completion of the survey a resource manual for counselors', "Dial-a-Counselor," will be available for students and counselors to use in helping a student find

out more about a particular vocational occupation. The fine support of the business community paves the way for future opportunities of improving vocational educational guidance.

Persons to Contact

Glen Knepzer, Amy Buzzard, Zillah Schools, Zillah, Washington

Mildred Davido, Granger High School, Granger, Washington

Ken Pope, Toppenish Schools, Toppenish, Washington.

Vocational Education in Longview

Prime Objective

To develop a visual presentation which will show what each subject area leads to in the way of entry level job skills or preparation for further training, and some of the directions future program development might take.

Grade Levels

High School

Activity

This project decided to begin with photographic slides because they lend themselves to organization and reorganization by subject area, sequence, or underlying concept.

Description

Team members have developed lists of picture subjects to characterize the principal features of each program. Photographers have been consulted for price quotations and advise. Then will come sequencing, script development, and graphic art work.

Outcomes--Short Range

Students and parents who see the slides prior to enrollment in a vocational program should have more concrete ideas of content, activities and program goals.

Long Range

Greater variety of vocational offerings, and improved programs.

Persons to Contact

Ted Anderson, Alex de Carteret, Harold Gilkey, Chuck Kosinski, Warren Lowe, Kent Neeley, Art Thompson, Longview School District, Longview, Washington.

Vocational Information Handbook for Staff Assistants in Guidance

Prime Objective

To compile a list of agencies (or resources) that will be beneficial for both the staff and the students in seeking experiences outside the school.

Grade Levels

High School

Activity

A list of all of the agencies or resources available for students to go to are compiled in a pamphlet.

Description

Included in each agency are location, phone, contact person, purpose, eligibility, and application procedure. Similar information is given for lists of employing firms.

Outcomes--Short Range

Gives students something constructive to do in developing meaningful experiences outside the school setting.

Long Range

To bridge the gap in helping meet the needs of students.

Persons to Contact

James E. Dawson, Edward J. Gaffney, Barbara Hyer, Theodore Runberg, Irene Rufer, Spokane School District, Spokane, Washington.

"Vocational Information"
The Longview Vocational Information Register

Prime Objective

To develop a means whereby high school seniors can have an opportunity to speak, individually and directly, to someone practicing the occupation in which they are interested.

Grade Levels

High School

Activity and Description

Volunteers were enlisted in the community to serve as "Register members," which means they would be willing to talk at their convenience to an individual who wishes to learn more about his particular occupation. The students see the counselor first who talks with him, and then shows him the list in the Register in their interest area. The Register member is contacted by the counselor's secretary to let him know a student will be calling to make an appointment. These are done during and after school hours.

Outcomes--Short Range

There are 233 individual members on the Register and 90 occupations represented. To date, 49 referrals for conferences had been made and 30 completed.

Long Range

Over ten good suggestions for improving the plan for next year had been given. One is to have a meeting of all students who experienced a conference to get their reactions and comments.

Persons to Contact

H. Max Murray, Mary Jean Murray, Longview School District, Longview, Washington.

Interdisciplinary Approach to Occupational Awareness in Kelso High School Seniors

Prime Objective

To develop an awareness of job opportunities in Southwest Washington.

Grade Levels

High School Seniors, some Juniors

Activity

Although many activities were listed, the main one was "Career Day."

Description

After being introduced to the "world of work" through speakers, interviews, reports and class discussions the students listed the career fields in which they desired more information. Any career in which ten or more students were interested was included in "Career Day." Students selected four sessions to attend.

Outcome--Short Range

Following "Career Day" students discussed the program. It was suggested to have 3 sessions and more opportunities for girls.

Long Range

During the next year the members hope to plan a more adequate evaluation program. We expect students have a new appreciation for the working people in the community and will be encouraged to prepare themselves to become responsible members of the working force.

Persons to Contact

Michael Bjur, Doris Bradley, Lucy Calhoun, James Cheneweth, Kathleen Maston, Clyde McBreyer, William Moulton, Esther Odden, Ruth Thompson, Glen Zimmerman, Kelso High School, Kelso, Washington 98626.

Project Need Seminar
Program For Development

Prime Objective

To help students obtain a job more readily, understand how an actual business works, and decide which type of work they would like to enter.

Grade Levels

High School

Activity

An actual business will be set up using the Industrial Arts program and the Future Business Leaders of America.

Description

At a joint meeting it will be decided which type of business is set up, what should be made, how much should be charged, percent of mark-up to show a profit, equipment needed, salaries. Personnel needed are General Manager, Board of Directors, Shop Foreman, Sales Manager, Advertising Manager, and Office Manager plus various office personnel.

Outcome--Short Range

Students would feel more adequately prepared to work for a business and would understand the "why's" for some of the course work.

Long Range

Students would be aided in choosing their own vocations.

Persons to Contact

Mike Trainer, Lois Ott, Prosser High School, Prosser, Washington.

Vocational Workshop Class

Prime Objective

To develop a work experience program that will bring the student into direct contact with the work environment.

Grade Levels

High School

Activity

In the work experience program students are employed by an employer either during school or after school.

Description

Prospective employers fill out an application indicating their willingness to serve as a training station. Students fill out an application to be involved in the work experience program. Parental consent is required. The student fills out a weekly training report. Trial period is for 2 weeks and maximum is one semester. A salary is not paid during the school hours. An advisory council is set up. The coordinator is an interested faculty person who is given released time for the program.

Outcomes--Short Range

Evaluation is also done by the employer. Advisory council is a sounding board for ideas and comments from the local community and those in the work experience program.

Long Range

Business and industry become co-partners in educating youth and adults in academic and occupational pursuits.

Persons to Contact

Marilyn Dexter, Ruth Smith, Burton L. Wiig, Howard York, Moses Lake High School, Moses Lake, Washhgton.

Cooperative Educational and Vocational Schedule
For A.C. Davis Senior High School

Prime Objective

To reduce the number of dropouts by 40%, to offer assistance to unmarried, pregnant, out-of-school, non-graduate girls enrolled in occupational learning programs, to increase by 100% enrollment in post-high school occupational learning programs and to develop proficiency in placing the student in the proper programs. Increase inner-district program attendance and full-time employment of students.

Grade Levels

High School

Activity

An occupational education program that would consist of four broad areas under the supervision of an Assistant Principal.

Description

1. General vocational services that support several instructional programs.
2. Cooperative and work-study programs.
3. Occupational Preparatory Programs aimed at specific job clusters.
4. Special Needs Program to alleviate conditions that preclude normal participation in the school's program.

Outcomes--Short Range

A survey made in Spring 1970 and September 1971 will be used to calculate the percentage changes called for in the objectives.

Long Range

Setting up and maintaining a system of data-gathering on the post-school experiences of occupational students.

Persons to Contact

Larry Ozanich, Bob McLaughlin, Ina Monahan, Rosemary Rief, Floyd Winegar, Les Zehr, John Wilson, Jesse Cox, Christine Chandler, Edna Brown, A.C. Davis Senior High School, Yakima, Washington.

A Cooperative Plan for Vocational Guidance
at
The Selah High School and Yakima Valley College

Prime Objective

To design a program of vocational education to assure the secondary student (grades 9-14) maximal opportunity to develop self-understanding in relation to the world of work.

Grade Levels

9-12 plus 2 years college

Activity and Discussion

Selah High School

The Guidance activities include individual and group counseling, check sheet for checking personal ability against occupation and demands of job, work experience in area of interest, testing, information about Armed Services. The activities are different for each of the four grades. The program will be included as class work in existing courses, normal guidance functions, and some orientation and short activities by homeroom teachers.

Yakima Valley College

Program includes Career Planning Classes, Occupatienal Information Center, Employer-Occupational Symposium, Work-Study Program, Selah - Y.V.C. Student-Instructor exchange

Outcome--Short Range

Evaluation of High school attempted by the follow-up procedure of Yakima Valley College on students who transfer from Selah High School.

Long Range

Evaluation of Yakima Valley College

1. Anonymous critique of the classes and brief questionnaire.
2. Follow-up study of students after leaving school for one to five years.

Persons to Contact

Helen Dunn, Carolyn Kinney, Jeanne Berryman, Selah High School, Yakima, Washington.

Roger Meusborn, William Munson, James Scott, Yakima Valley College, Yakima, Washington.

Career Exploration Course for Walla Walla College

Prime Objective

To design a community college course which will provide an opportunity for students of Walla Walla Community College to explore the career choices open to them with the added incentive of allowing credit to be given for the exploratory process.

Grade Level

College

Activity and Description

Maximum student participation will be encouraged by allowing 1-3 quarter credits depending upon number of hours of class. Course outline follows:

1. The student will recognize his own attitudes about the role of work in society. A questionnaire will determine present attitudes to aid in planning debates, panels, and discussions. Guest lecturer will speak on "man's role in the productive cycle."
2. Exposure to career possibilities through Career Information, Career Day, etc.
3. Small group conference with teacher in which conversation is directed toward a recognition of personal goals. Student interviews an adult whose life style he identifies with.
4. Student develops criteria for personally evaluating 3 career possibilities and does individual career studies on all three.
5. Student plans a career ladder to fit his personal needs in one of above three careers.

Outcomes--Short Range

Two questionnaires regarding present plans and attitudes which was given at the beginning of the course will be repeated at the end of the course to

compare the "before" and "after." Students will be asked to write a brief evaluation to determine if the course has to some extent achieved its stated objectives.

Long Range

The results obtained from the above sources could be helpful in structuring succeeding courses. This course would give direction to students lacking any real vocational orientation, and therefore, reduce the high percentage of students in this category on community college campuses. The success of this course could be an incentive for a similar high school program.

Persons to Contact

Morris Anderson, Phyllis Pulfer, Julia A. Wells, Walla Walla Community College, Walla Walla, Washington.

An Awareness Study in Vocational Guidance
and Counseling at Lower Columbia College

Prime Objective

To make Lower Columbia College more vocationally oriented both in philosophy and practice by surveying the faculty members and discussing their understanding of the present job situation in their areas.

Grade Levels

Freshman, Sophomores, College

Activity

The survey was sent to all the faculty members and 36 instructors responded. The purpose was to spark instructors thinking and make them aware of their needs for more information in their discipline.

Description

The survey consisted of following question:

1) area of teaching, 2) four jobs students in your area would be prepared for (except teaching), 3) indicate the kinds of positions in which former students are currently working, 4) what is the estimate of the % of advisees of 2 years ago who are completing the B.S. degree this June? 5) Should instructors be actively involved in the placement services of their students? 6) Do you feel the need for up-to-date information on job opportunities in your field?

Outcomes--Short Range

Some instructors felt their subject matter was too general to answer the survey, i.e., English teachers. A wide variety of answers were given but most felt they could serve as a better guidance tool for prospective students.

Long Range

Needed is an on-going means of keeping instructors and students aware of job opportunities and careers. One approach to a follow-up to determine how many students actually earn a bachelor's degree, how many are working and where.

Persons to Contact

Nancy Borchgrevink, Carl G. Devin, Darrell Erickson, Lower Columbia College, Longview, Washington.

CAREER AWARENESS PROGRAMS IN THE STATE OF WASHINGTON

A SAMPLING - GRADES K-14

WASHINGTON STATE
COORDINATING COUNCIL
FOR OCCUPATIONAL EDUCATION
216 Old Capitol Building
Olympia, Washington 98504

ERNEST G. KRAMER, DIRECTOR
of Vocational Education

DEAN F. WAGAMAN, DIRECTOR
Program Development Division

RONALD G. BERG, SUPERVISOR
Vocational Guidance and Counseling Section

November, 1971

GRADE(S)	LOCATION	ACTIVITY	OF SPECIAL INTEREST	PERSON(S) TO CONTACT
1	Walla Walla College Place: Davis School	Brings to class occupational awareness via visitors, reading and writing about USES "I Want To Be" books -- incorporated in curriculum all year.		Ralph Baker, Principal Mrs. Sandra Burt, Teacher
1	Seattle Hughes Elementary	Class Store - - - - - - - - - "Pick up Sticks" game - to develop awareness of tools	Part of career education project - Grades K-12. Hughes - Denny - Sealth Schools	Mrs. Dorothy Christianson, Principal. Mrs. Mary Hinds, teacher. Mr. Tom Hodgson, Director, Vocational Education. or Jim King, Occupational Infor service coordinator, Occupational Education Task Force
1-6 & Special Education	Spokane Whitman Elem.	World of Work Grades 1-6	Teachers elected to spend monies on career awareness rather than reading projects - teacher-initiated. Planned jointly by teacher, parents, and members of business and industry.	Dr. Homer Mattson, Director, Voc. Ed. Mr. John Lancaster, principa Mrs. Barbara Wylder, counsel and project director
K-6	Puyallup School District	Career Education through speech services	Changed speech therapy classroom into "employment agency". Developed speech therapy job game.	Mrs. Irene Nordstrom, speech therapist or Mr. Reuben Stueckle, Director, Voc. Ed.
K-6	Pasco - Robert Frost Elem.	Interdisciplinary approach to career education	Complete curriculum guides developed.	Mr. Merle Locke, Principal

GRADE(S)	LOCATION	ACTIVITY	OF SPECIAL INTEREST	PERSON(S) TO CONTACT
K-6	Tri-city vocational cooperative	Interdisciplinary approach to career education	Developed with small grant by involving educators in a eries of Saturday workshops.	Mr. Leslie R. Adams, Director, Tri-city Voc. Ed. Coop, Pasco, or Mr. Howard Parkhurst, Project Motivation, Pasco
K-6	Renton - Lakeridge Elem.	Career Fair - one week	Total school involvement - parent resource speakers - others	Mr. Dury Fox, Director Allied Arts Karen Matthews, Counselor Barry Galvin, 6th George McPherson, Principal Roy Graham, 6th
Elem. Special Ed.	Grandview: Arthur Smith Elem.	Music and relations to jobs Special Ed.	Job awareness through music	Ruth Thompson, Teacher
3	Seattle - Hughes	Interdisciplinary approach to career ed.	"Hands on" experiences study of economic and industrial community.	Ethel Chisholm, teacher
3	Puyallup	Interdisciplinary approach to career ed.	Three-week unit on hospitality industry. Planned, financed, prepared, and served "dinner" to parents. Active parent volunteer works with teacher all year.	Richard Erskine, Principal Mrs. Mary Rawlings, teacher
3	Puyallup - Stewart Elem.	Typing	Taught by parent volunteer.	Mr. Erskine
3, 4, 5, 6 & 11 & 12	Renton High and students from Hillcrest Elem.	Career education. Students teaching students.	Allied Arts students acting as counselor/teacher aides to elem. students. "Hands on" experience on elem. children in allied arts class in high school - welding, foundry, electronics, plastics, art. Home Ec - Business and Office	Mr. Charlie Moore, counselor Renton Hi, or Mr. John Hightower, prin., Hillcrest Elem.

GRADE(S)	LOCATION	ACTIVITY	OF SPECIAL INTEREST	PERSON(S) TO CONTACT
4, 5, 6	Puyallup - Stewart Elem.	Sewing - Clothes construction - modeling	Taught by parent volunteer	Mr. Erskine
4, 5, 6	Puyallup - Stewart Elem.	Workshop: Wood, Elect., Painting	Taught by parent volunteer, student "teacher aid", and teacher.	Mr. Erskine
4	Yakima McKinley Elem.	Career Education through Social Studies all year	Role playing and many "career games"	Mr. Ernest Mitchell, Principal, or Mrs. Evelyn Huza, teacher
4	Yakima Robertson Elem,	Interdisciplinary approach- career education	Creative activities, especially through language arts and music	Mr. Dolmar Cherrington, principal, or Mrs. Phyllis Howard, teacher
5	Walla Walla: Washington Elem.	Interdisciplinary approach to career education	Developed units, starting with a glass of milk. Includes concept development of process, production, job families and specific jobs. Field trips, speakers, etc.	Mr. Gene Frank, principal; Miss Norma Grudzinski, teacher.
5-6	Kent schools	Project Move	Discovery that elementary students are making "career" selections at the 3rd & 4th grades. Prime influence - television. Led to interdisciplinary approach to career at Kent.	Mr. Tom Straka, Director, Vocational Education.
5	Toppenish Mt. Adams Elem.	Interdisciplinary approach to career ed.	Highly creative A-V material; Relates career ed. and spelling	Mr. Dean Bergevin, prin. Mrs. Marcia Field, teacher
5-6	Vancouver 3 out of 19 elem. schools involved	Elem. world of work; Mobile lab unit	Use of career ed. to assist teacher in her "Gen Ed" program "Hands on" experience.	Mr. James Brooks, Director, Voc. Ed., or Mr. Walt Skalicky, Industrial Ed Spec.

GRADE(S)	LOCATION	ACTIVITY	OF SPECIAL INTEREST	PERSON(S) TO CONTACT
5-6 (with K-4 involvement)	Vancouver Minnehaha Elem.	Occupations Fair	Fifth and sixth graders were the initiators. They "taught" other children, grades K-6, a "spinoff" activity of "Mobil Career Lab" involvement, "career families" concept building.	Bob M. Calvert, Principal Miss Donna Quesnell Don Bridges Mrs. Ardith Bush
5-6	Renton, Hillcrest Elem.	Elementary Career Awareness, a period a day - second semester.	Teacher initiated. Two specialists hired second semester by monies negotiated by Renton Ed. Assn. and the Renton Board.	Mr. Dury Fox, Director, Allied Arts, or Mr. John Hightower, principal
6	Zillah Zillah Elem.	Keast Komic Book Koup (KKBK)	Started a cooperation to teach an understanding of our business and industrialized society.	Mr. Wayne Harrold, principal Dale Keast, teacher
6	Puyallup Maplewood Elem.	Class structured to reflect the business, industrial, political society in which we live.	Everything in class is "owned" by the students. Goods and services must be purchased. Career boxes in room to further career awareness.	Lowell Brobers, principal Mr. Ed Trotter, teacher
6	Toppenish Mt. Adams	Students make report on job - requirements, etc. research on specific jobs (Guest speakers)		Mr. Dean Bergevin, principal Mrs. Ruth Graber, teacher
7	Toppenish Junior Hi	Skit on How to Get a Job - students wrote it.	Role playing, "bad" and "good" examples of job applicants.	Mr. Lowell M. Smith, principal. Mrs. Jane Davis, teacher
6	Seattle - Hughes Elem.	Interdisciplinary approach to career education	Occupations on ecology, woodworking, and construction, taught to boys and girls by para-professional	Mrs. Dorothy Christianson or Gary Wollaston, teacher

GRADE(S)	LOCATION	ACTIVITY	OF SPECIAL INTEREST	PERSON(S) TO CONTACT
6, 7, 8	Renton; also Highline	Title III funded project	Project Versatility; "Career" Board"; Individualized programmed instruction	John Lavender, Director or Bill Guise, Asst. Director
7, 8, 9	Kent Jr. High	Industrial Graphics Communications	Students teach students. Class structures like industry. Superintendent, Foreman, Journeyman, operators, apprentices. (Elective)	Mr. Tom Straka, Director, Voc. Education, or Mr. Orville Brown, teacher
9	Highline - Occupational Skills Center	"You and the World of Work"	Parents and students gave of their time after school hours for career information and field trips. Evaluation showed significant change in awareness of vocational education opportunities in high school (Occupational Skills Center) - other interesting results.	Dr. Ben A. Yormark, Director, Voc. Ed.
10, 11, 12	Spokane Public Schools	Locally developed TV productions of specific jobs.	Played and used during homeroom period.	Mr. Ted Runberg, Director, Project Scope.
9-12	Yakima Public Schools	Project VIEW	Localized VIEW deck. District developed related "Learning packages".	Mr. Floyd Winegar, Director, Upper Yakima Valley Voc. Ed Coop or Mr. Gary Dietzen, Project VIEW Director, Eisenhower High School
7, 8, 9	Seattle - Denny Junior High	Hughes-Denny-Sealth program	Denny Jr. Hi - mini courses - in place of role room. Occupational awareness taught in all classes.	Mr. Lloyd Comstock, principal
9-12	City of Kent	"Know and Care"	Counselors refer students to "Know and Care" coordinator. Primarily a project of the Kent Chamber of Commerce.	Mrs. Barbara Calhoun, coordinator, Kent Chamber of Commerce, or Mr. Tom Straka, Director, Vocational Education

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10-12	Prosser High	"Youth Craftsman"	Youth Craftsmen - IA & B&O team. Operate a company; produce and market a product. A joint project of industrial arts class and members of the Future Business Leaders of America Club.	Mr. Ernest McKinnon, prin. Mr. Mike Trainer, IA Mrs. Lois Ott, B&O
10-12	Walla Walla High	Job visitations	Like "Know and Care", but school-based. IA project	Wilbur Boschker, Ray Polley, teachers
10-12	Puyallup Rogers High	Program "34"	Students designing career center.	Mr. Fred Mertlich, counselor
12	Puyallup Senior High	Career Center - library	Unit on jobs - through English resume; job interviews; English curriculum	Mrs. Loraine Friberg, English chairman
11-12	Tekoa Sprague Reardan Chewelah Colville	Project Move	Use of community college students to inform high school students about post-secondary tech. voc. programs. "Hands on" experiences.	Spokane Falls Community College, Robert D. LaLonde
High School Special Education	Walla Walla	Special Ed. students and career education.	Special ed provides practical experience - ages 15-21. Boy at cleaners - places on job - salaried and school credit. - - - - - - - - - - - - - - - Those not placed given experience DO for special ed - four-year activity.	Mr.Fred Spoleder